**Grade 4 Remote Learning Timetable- Week 2 Term 3**

Once students are finished with their activities, please ***take a photo*** and ***submit*** it onto your own Google Classroom page between **3-3:15PM each day. We will be checking who is submitting their work.**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **8:50- 9:00** | **Good Morning**  Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher.  [Google Meet Classroom Expectations](https://docs.google.com/document/d/1Tu9I0Gl34wt7SIpCDPiRE7D9uN4dms6CwgI2lv9g7Fg/edit)  [4KB](https://meet.google.com/lookup/e4rywbm6dj) -  [4JK -](https://meet.google.com/lookup/darrratlp2)  [4JC](https://meet.google.com/lookup/eyjvoipytj) - | **Good Morning**  Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher.  [Google Meet Classroom Expectations](https://docs.google.com/document/d/1Tu9I0Gl34wt7SIpCDPiRE7D9uN4dms6CwgI2lv9g7Fg/edit)  [4KB](https://meet.google.com/lookup/e4rywbm6dj) -  [4JK -](https://meet.google.com/lookup/darrratlp2)  [4JC](https://meet.google.com/lookup/eyjvoipytj) - | **Good Morning**  Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher.  [Google Meet Classroom Expectations](https://docs.google.com/document/d/1Tu9I0Gl34wt7SIpCDPiRE7D9uN4dms6CwgI2lv9g7Fg/edit)  [4KB](https://meet.google.com/lookup/e4rywbm6dj) -  [4JK -](https://meet.google.com/lookup/darrratlp2)  [4JC](https://meet.google.com/lookup/eyjvoipytj) - | **Good Morning**  Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher.  [Google Meet Classroom Expectations](https://docs.google.com/document/d/1Tu9I0Gl34wt7SIpCDPiRE7D9uN4dms6CwgI2lv9g7Fg/edit)  [4KB](https://meet.google.com/lookup/e4rywbm6dj) -  [4JK -](https://meet.google.com/lookup/darrratlp2)  [4JC](https://meet.google.com/lookup/eyjvoipytj) - | **Good Morning**  Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher.  [Google Meet Classroom Expectations](https://docs.google.com/document/d/1Tu9I0Gl34wt7SIpCDPiRE7D9uN4dms6CwgI2lv9g7Fg/edit)  [4KB](https://meet.google.com/lookup/e4rywbm6dj) -  [4JK -](https://meet.google.com/lookup/darrratlp2)  [4JC](https://meet.google.com/lookup/eyjvoipytj) - |
| **9:00-10:00** | Reading  **WALT:** to read and identify the features of a multimodal text [informative text].  **WILF:** title, subheadings, images, captions, fact boxes, glossary  Brainstorm: what do you know about multimodal texts?  Read ‘Healthy Living’ Information Report from ‘Pearson English Magazine: [Healthy Living by Rohan Clifford (p. 2)](https://drive.google.com/file/d/1Td4LbF1kRgrbwePlYPqGXMTp3T-0fj0a/view?usp=sharing) and [(p.3).](https://drive.google.com/file/d/17tg4AqGp5k_Y5RYpDa1veEPvsfKkeOta/view?usp=sharing)  Write down all the features of the structure of an information text.  **YOUR TEACHER WILL UPLOAD THIS ON GOOGLE CLASSROOM**  **Punctuation & Grammar -** [**it’s and its**](https://drive.google.com/open?id=1k94Dn3gZx039km_ls-3HgnI8KA8Zg2db)  Collect ‘It’s and Its’ sheet. Write down the sentence and identify if you need it’s - it is or its. | Maths  **Location Post Assessment Map work**  Choose a location of your choice that you would like to put on a map. Remember it is to be a birds eye view of the location.  You may choose:   * Amusement Park * Zoo * Your bedroom * School * An island * Mysterious destination   Be creative!!  **Activity**  Design your map using this [website](https://eugeneration.github.io/HappyIslandDesigner/). This will be used for your assessment.  Include a title, Key, compass and scale (optional) on your map.  You may need to put this on a separate document. | Reading  **WALT:** to read and identify the features of a multimodal text [informative website].  **WILF:** title, subheadings, images, captions, fact boxes, glossary  Read ‘Traditional Food Sources ’Informative Website from ‘Pearson English Magazine: Healthy Living by Rohan Clifford [(p. 12](https://drive.google.com/file/d/1r0LwZ1ecRiQaWjFPGHEIuw-FO4_p_2M8/view?usp=sharing) and [p. 13).](https://drive.google.com/file/d/1SER21h-Kh6k0YvNX_X-gttG-FQ3w8XHe/view?usp=sharing)  **YOUR TEACHER WILL UPLOAD THIS ON GOOGLE CLASSROOM**  **Fact and Opinion**  **Identifying Fact or Opinion**  Complete the [‘Identifying Fact or Opinion.’](https://drive.google.com/file/d/1opWP8L5IAAfx4OHKJOelMNKu9XKSdnC3/view?usp=sharing)  Write your answers in your book in full sentences.  Identify why the statements are a fact or opinion and explain why. | Mass  [Participate in the Mass from Wednesday’s Celebration](http://melbournecatholic.org.au/Mass)  DAily Readings and Reflection <https://catholic-daily-reflections.com/>  After reading the reflection for Wednesday’s Reading answer the questions in full sentences in your book. | Maths  **Location Post Assessment**  Continue with your map design.  Screenshot a picture of your map. You will need to include these features:   * Legend * Birds eye image of the location * Coordinates   Your teacher will upload a [question sheet](https://docs.google.com/document/d/1I7i1ZSRNkHC3C85CnJPKqIVZDp8mbdcNLNBKzs-t5ao/edit?usp=sharing) that you need to complete answering questions based on your map. |
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| **10:00-11:00** | Writing  **WALT:** understand the characteristics of Information texts.  **WILF:**  [**What is an information text?**](https://youtu.be/DN4d76QP_MA)  **Activity:**  Watch the Youtube video and list 10 different examples that are considered to be an information text.  Write down the definition of what nonfiction means in your own words.  [Characteristics of NonFiction text](https://docs.google.com/document/d/1XO0VS5_17FEDOY9YGOuwJ1Vuq5lO0UPjQM1r9Dstx_Q/edit#)  **Your teacher will upload this document for you to edit on.**  You need to rewrite on the document the correct order for the subheading in the boxes. | Reading  **WALT:** to read and identify the features of a multimodal text [informative website].  **WILF:** title, subheadings, images, captions, fact boxes, glassary  Read ‘Healthy Food Choices’ Information Report from ‘Pearson English Magazine: Healthy Living by Rohan Clifford [(p. 4](https://drive.google.com/file/d/1zfCmmD4XlGGCuH4pmOWJBx3bNIPuhC8T/view?usp=sharing) and [pg. 5](https://drive.google.com/file/d/1B5i8MFZbib2cHq853zJ6oIL0MMgDLk8_/view?usp=sharing)).  **YOUR TEACHER WILL UPLOAD THIS ON GOOGLE CLASSROOM**  **Activity after reading:**   1. Write down the features of information text that you notice. 2. Write down 5 questions you have about the text. | Writing  **WALT:** understand the difference between fact or opinion.  **WILF:**  [**Fact or Opinion?**](https://drive.google.com/open?id=1PBUnir2rZXRNtSCxy_Tm2CSg3J0X5CLS)  Students view the powerpoint and create a definition for fact and one for opinion.  They then explain the difference between the two and which one is more relevant to an information text and why. | **LOTE**  Check Google Classroom stream for activity. | Reading  **WALT: identify the figurative language in a text and make connections to self**  **WILF:**  [**Oh the places you’ll go**](https://www.youtube.com/watch?v=nVpHc8wsRKE&t=4s) **You Tube video**  [**Oh the places you’ll go slideshow and tasks**](https://drive.google.com/open?id=1AAwf3xoqsM6slas4M0X7KOen9nkjZktEQ7vT1Mm7pnw)  **YOUR TEACHER WILL UPLOAD THIS ON GOOGLE CLASSROOM** |
| **11:00-12:00** | **LUNCH/QUESTIONS WITH TEACHER**  If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher.  [4KB](https://meet.google.com/lookup/e4rywbm6dj) -  [4JK -](https://meet.google.com/lookup/darrratlp2)  [4JC](https://meet.google.com/lookup/eyjvoipytj) | **LUNCH/QUESTIONS WITH TEACHER**  If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher.  [4KB](https://meet.google.com/lookup/e4rywbm6dj) -  [4JK -](https://meet.google.com/lookup/darrratlp2)  [4JC](https://meet.google.com/lookup/eyjvoipytj) | **LUNCH/QUESTIONS WITH TEACHER**  If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher.  [4KB](https://meet.google.com/lookup/e4rywbm6dj) -  [4JK -](https://meet.google.com/lookup/darrratlp2)  [4JC](https://meet.google.com/lookup/eyjvoipytj) - | **LUNCH/QUESTIONS**  If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher.  [4KB](https://meet.google.com/lookup/e4rywbm6dj) -  [4JK -](https://meet.google.com/lookup/darrratlp2)  [4JC](https://meet.google.com/lookup/eyjvoipytj) - | **LUNCH/QUESTIONS**  If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher.  [4KB](https://meet.google.com/lookup/e4rywbm6dj) -  [4JK -](https://meet.google.com/lookup/darrratlp2)  [4JC](https://meet.google.com/lookup/eyjvoipytj) - |
| **12:00-12:20** | Independent Reading  Click on the link  [https://www.getepic.com/](https://www.getepic.com/app/)  If you haven’t joined put down the class code then select your name. There are books that your teacher may have assigned for you. Please read that. Thanks.  **4JC class code -** yby1561  **4JK class code -** qsm3501  **4KB class code -**  hzs6238 | Independent Reading  Click on the link  [https://www.getepic.com/](https://www.getepic.com/app/)  If you haven’t joined put down the class code then select your name. There are books that your teacher may have assigned for you. Please read that. Thanks.  **4JC class code -** yby1561  **4JK class code -** qsm3501  **4KB class code -**  hzs6238 | Independent Reading  Click on the link  [https://www.getepic.com/](https://www.getepic.com/app/)  If you haven’t joined put down the class code then select your name. There are books that your teacher may have assigned for you. Please read that. Thanks.  **4JC class code -** yby1561  **4JK class code -** qsm3501  **4KB class code -**  hzs6238 | Independent Reading  Click on the link  [https://www.getepic.com/](https://www.getepic.com/app/)  If you haven’t joined put down the class code then select your name. There are books that your teacher may have assigned for you. Please read that. Thanks.  **4JC class code -** yby1561  **4JK class code -** qsm3501  **4KB class code -**  hzs6238 | Independent Reading  Click on the link  [https://www.getepic.com/](https://www.getepic.com/app/)  If you haven’t joined put down the class code then select your name. There are books that your teacher may have assigned for you. Please read that. Thanks.  **4JC class code -** yby1561  **4JK class code -** qsm3501  **4KB class code -**  hzs6238 |
| **12:20-1:10** | PE  (Mr. Herrera)  **Google Meet** at  12 20 pm till 12:35 pm 4JC  12:40 pm till 12:55 pm 4KB  12: 55 pm till 1:10 pm 4JK  Will meet using Google Classroom links that your teachers have provided you on Google classroom banners. | Music  Check Google Classroom stream for activity. | Writing  **WALT:** Label the structure of an information text.  **WILF:** Headings, facts  [**Developing Informative Writing Skills- Powerpoint Slide**](https://docs.google.com/presentation/d/1iCMJyVrpCdyzQPUhbFmEP3ScRnUHndtF/edit#slide=id.p1)  Read through the powerpoint presentation on the structure of an information text.  **Activity:** [**The Moon Landing Slideshow**](https://drive.google.com/file/d/1NzM3PzBerD7IzKEQpNSMsBUv8PKNs1O_/view?usp=sharing)   1. Write down the structure of an information text into your book. 2. Write down a short description for each heading using examples from ‘The Moon Landing’ slideshow. | Writing  **WALT:** Label the structure of an information text.  **WILF:** Headings, facts  Look over the structure of an information text from yesterday’s lesson.  **Activity:**  Complete the [sorting activity](https://docs.google.com/document/d/1F6XUcB4G6dzdFmWQjWTh6izxiWRRiGLFGJukL4Lglzs/edit) on the moon landing on the document uploaded by your teacher. |
| Art  Check Google Classroom stream for activity. |
| **1:15-2:00** | Maths  **Location Post Assessment Map work**  Choose a location of your choice that you would like to put on a map. Remember it is to be a birds eye view of the location.  You may choose:   * Amusement Park * Zoo * Your bedroom * School * An island * Mysterious destination   Be creative!!  **Activity**  Design your map using this [website](https://eugeneration.github.io/HappyIslandDesigner/). This will be used for your assessment.  Features to include on your map:   * Title * Key/Legend * Symbols of map’s features * compass * scale (optional) on your map.   You may need to put this on a separate document. | Inquiry  **Session 0:**  **Provocation**  Put up a document with [4 pictures](https://drive.google.com/open?id=12YJJoJVn8tN1pK-4pgr6qfTR0LSGlIUyRSwpyzR9cTM) related to healthy/unhealthy images.  **YOUR TEACHER WILL UPLOAD THIS ON GOOGLE CLASSROOM.**  Ask the students to answer the questions in regards to the images. These are on the document provided. | Religion  Using the document that we have uploaded onto Google Classroom identify which of these [images](https://docs.google.com/presentation/d/1cjXF2y905Ubgh_1moPRTcOaZQ5mdtT6dI9VvNPr7dPI/edit#slide=id.p) are showing a positive relationship and which are showing a negative and explain Why and How using the following statements:  The picture of … is showing a positive relationship because...  The picture of … is showing a negative relationship because... | Highway Heroes  Students are to complete Home Activities Week 2.  [Activity 1](https://drive.google.com/file/d/1nVwbeelANS3p1l70zAfLApnN4qkOo6lp/view?usp=sharing)  [Activity 2](https://drive.google.com/file/d/1epiKcx7nXhTGhlqG9RhAlGxaHZ25OOY6/view?usp=sharing)  **Your teacher will upload onto your Google Classroom.** | Digital Technologies  Click on the link below and select 5 of the activities to complete in this session.  [Code](https://code.org/learn) |
| **2:00-2:30** | **BREAK** | **BREAK** | **BREAK** | **BREAK** | **BREAK** |
| **2:30-3:00** | Daily Exercise/Stretches  WILF: I am looking for students to exercise at their own pace while following the coach.  Watch the [5 minute move video](https://www.youtube.com/watch?v=1cDiwnOcgOQ) and copy the exercises that are being shown. | Handwriting Practice  (Spelling words)  **Words ending in /shun/ using ‘cian’**  **musician**  **politician**  **electrician**  **magician**  **mathematician**  **dietician**  **statistician**  **technician**  **clinician**  **beautician**  Practise writing them twice using cursive letters. Place words in alphabetical order.  Put each word into a creative sentence. | Daily Exercise/Stretches  WILF: I am looking for students to follow the dance routine.  Partake in the [Just Dance video](https://www.youtube.com/watch?v=0SG16_kWpe0) and invite a sibling to join along. | Daily Exercise/Stretches  WILF: I am looking for students to go out and walk/run/bike ride/kick a ball with an adult.  I want students to spend at least 30 mins walking/ running (if you can run 30 mins) bike ride or kicking a ball with a partner.  OR  WILF: I am looking for students to listen to video instruction and have fun dancing.  Look for some dance video on Go Noodle YouTube channel:  <https://www.youtube.com/user/GoNoodleGames> | [Mindfulness](https://www.youtube.com/watch?v=kCn6oOrvbp4)  Write 5 things you’re grateful for and draw a picture of how you’re feeling completing work from home. |
| **3:00-3:15** | **PACK UP/SUBMIT**  **Check in with the teacher and Submit/take photos of work on google classroom page.**  If needed via google classroom | **PACK UP/SUBMIT**  **Check in with the teacher and Submit/take photos of work on google classroom page.**  If needed via google classroom | **PACK UP/SUBMIT**  **Check in with the teacher and Submit/take photos of work on google classroom page.**  If needed via google classroom | **PACK UP/SUBMIT**  **Check in with the teacher and Submit/take photos of work on google classroom page.**  If needed via google classroom | **PACK UP/SUBMIT**  **Check in with the teacher and Submit/take photos of work on google classroom page.**  If needed via google classroom |

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